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JOURNAL OF EDUCATION

A WEEKLY FOR SCHOOL EXECUTIVES AND TEACHERS

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March 9, 1931

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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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Editorials

Weather Signals

AT ELLENDALE, North Dakota, I have twice enjoyed an intimate study of one of the fine Government stations for elaborate forecasting of weather conditions.

Three kites are sent up several times a day. The first kite carries a case about six by eight by twelve inches. In this case are instruments that record the temperature every minute. An instrument in another kite records the moisture of the air, and another the velocity and direction of the wind. All three instruments record the height of the kites when these records are made.

When the first gets as high as it is able to go because of the weight of the lightest conceivable wire, a second kite starts and relieves the first kite of any further strain, and it can go as much higher as the second kite goes. Then a third kite takes the strain off the first and second kites, so that the first kite can go several miles high.

Thus there is a record of all conditions in each strata of air. The five weather stations are so located that there can be no serious atmospheric trouble brewing anywhere in the United States that some one of these stations does not know the seriousness of the situation and the direction of it.

There can be no tornado, hurricane, or cyclone in action in the United States or within a few hundred miles at sea without its being discovered as soon as its irritation begins. It is known what kind of a disaster it is, which way it is going, and its speed.

When the famous disastrous hurricane was approaching Florida I was on the highest floor in a hotel in Atlanta. The path the hurricane would take was published in the telegraphic news of the daily press. It told the time when the tail of the hurricane would reach Atlanta, and the velocity of the wind that would reach Atlanta.

Because of my knowledge of the records that were being made in the weather stations, I was concerned as to my safety, and I kept watch of the time to see when the tail of the hurricane would

reach us, and it was absolutely on time, stayed as long as we were told it would be thereabout.

My confidence in nature is supreme when man knows how to measure its doings, and is skilled in estimating the effects.

Sometime it may be possible to record the temperature, velocity, and direction of the atmosphere of human nature.

Institute of Inter-American Affairs

ON THE twenty-fifth anniversary of the founding of the University of Florida, February 10-12, the Institute of Inter-American Affairs, the conception of President John J. Tigert of the University, was organized at Gainesville.

The institute was founded to foster international good-will between the two Americas; to hold conferences and institutes on Inter-American affairs; to stimulate interchange of ideas; to encourage exchange of students and professors between colleges and universities of the two continents; to promote an interplay of cultural ideas; to stimulate specific studies common to the two Americas, and to advance Inter-American interests in agriculture, in trade and commerce, in education, in health, and in other fields of human endeavor.

Among the more than one hundred institutions and organizations officially represented were Harvard, Yale, Princeton, Columbia, Massachusetts Institute of Technology, Carnegie Institute, Universities of Michigan, Wisconsin, Kentucky, Oregon, Georgia, Oklahoma, Iowa, and Utah, Vassar, Mount Holyoke, Baylor, Wheaton, and Agnes Scott. Amherst, Bates, Colby, Clark, Denison, Duke, Hiram, Adrian, Whitman, Colorado, Dickinson, Drexel, Howard, Wesleyan, Trinity, Kalamazoo, Marietta, Knox, Emory, Haverford, Shorter, Union, and Bethel.

This was in every way one of the great education events of the year not alone for Florida and the United States, but for the New World.

John A. H. Keith

DR. JOHN A. H. KEITH, state superintendent of Pennsylvania since January 21, 1927, died of cancer February 22, 1931.

Though Dr. Keith had been seriously ill for several months there was no suspicion that the end was near.

He had been thinking clearly, writing interestingly to the last. He was only sixty-one years of age, and the profession was in no way prepared to appreciate the seriousness of his illness.

Dr. Keith had a devoted academic life, and at thirty-one years of age he earned his Master's Degree at Harvard.

In the succeeding thirty years he was on the faculty of the Illinois State Normal School at De Kalb, Illinois; State Normal University; principal, State Normal School, Oshkosh, Wisconsin (ten years); principal of State Normal School, Indiana, Pennsylvania (ten years); and state superintendent, Pennsylvania, for four years.

Dr. Keith was a professional leader in Illinois, Wisconsin, and Pennsylvania. He was one of the national leaders in education in all of the thirty years. He was an effective speaker on all occasions. During the last twenty-five years he was the author of several professional books.

Willard E. Givens, superintendent, Oakland, states as important an education truth as has been printed: "In no field of human supply is the competitive basis more important and necessary than in the furnishing of books to our schools."

New Encyclopedia Arrangement

COMPTON'S Pictured Encyclopedia has been occupying our attention and seems to meet a new need that makes every one wonder that it was never before done. Encyclopedias have always been large volumes. The index has always been in one of the large volumes. The volume with the index had to be take down and the references found. Then another large volume usually had to be take down, the first one replaced, and the one to be used taken to a table for use. All this was diverted attention.

The sixteen-volume edition of Compton's Pictured Encyclopedia has the index in each volume.

There is no letter split into two volumes. For instance the first three volumes are: Volume 1, A, 290 pages, 21 Index. Volume 2, B, 261 pages, 26 Index. Volume 3, C, 385 pages, 35 Index. Volume 4, D and E, 266 pages, 25 Index.

An encyclopedia is absolutely indispensable in school, for it is the only place a student can go to verify anything and everything in every school subject and in every out-of-school subject.

A school encyclopedia is in a class by itself. It must be so that every time it is used it must create a desire to come again.

Its information must be so definite that the student will get what he comes for immediately and return to his studies. The student must get what he wants in the least possible time with the least possible waste of thought.

It is impossible to give any idea what a school encyclopedia means without using one of these sixteen volumes. The publishers, F. E. Compton Company, of Chicago, inform us that they will gladly send a circular explaining the significance of this arrangement on request. We are sure this edition will be in every elementary and high school in the English-speaking world.

Famous School Board Members

By ALBERT E. WINSHIP

DR. BENJAMIN F. BAILEY, Lincoln, Nebraska

LINCOLN, Nebraska, has been one of America's outstanding school cities. No other city has sent as many of its superintendents to famous city superintendencies, university presidencies and deanships as has Lincoln. William L. Stephens, superintendent, Long Beach, California, one of the eminent administrators of the Pacific Coast for nearly a quarter of a century, went from Lincoln.

Dr. Frederick M. Hunter, one time president of the National Education Association, who made Oakland schools among the first in the country, and is now making Denver University better than it has ever been, was superintendent of Lincoln.

Dr. Jesse H. Newlon, director of Lincoln School, Columbia University, and formerly superintendent of Denver and president of the National Education Association, succeeded Dr. Hunter as superintendent at Lincoln. E. Ruth Pyrtle, president of the National Education Association in its most famous year, is a supervising principal at Lincoln.

As is usually true the fame of Lincoln's administrators has been due to members of the city board of education to whom Lincoln has been indebted to none more than to Dr. Benjamin F. Bailey, president, who is serving his eighth year, whose energy, ability, experience, and zeal for community welfare have enabled him to make unusual contributions to the progress of the schools.

According to Dr. Bailey's philosophy of education the school must do something more than teach a few fundamental facts and skills. It must broaden, enrich and refine the lives of the children of the community. During his term of service the city has spent $3,000,000 to house its children in modern, safe, healthful, well designed buildings. Enrichment of the educational program through better health service, visual education, extension of musical opportunities, improvement of facilities for industrial arts and home economics, and extension of adult education have been characteristic accomplishments of the period. Dr. Bailey has had a large part in the framing of this program, and he has promoted it at all times with understanding, tact, and effectiveness.

The public and semi-public service activities of Dr. Bailey extend into many fields. The long list of such services is indicative of the breadth of his interests and of the high regard in which he is held by colleagues and the public.

In the field of medicine, which is his vocation, Dr. Bailey has served as president of the American Institute of Homeopathy, president of the Nebraska State Medical Association, president of the Lancaster County and Lincoln Medical Association, and member of the Nebraska State Board of Health. He is now chairman of the legislative committee of the Nebraska State Medical Society, member of the publication board of the State Medical Journal, and delegate from the State Society to the House of Delegates of the American Medical Association.

As a business man Dr. Bailey is also active. He is a director of Lincoln's largest bank, a director of a leading Building and Loan Association, and a member of the executive committee of a leading trust company. In the year 1922 he was president of the Lincoln Chamber of Commerce, which represents not only the commercial interests of the city, but in a very real sense the community building interests.

During the war Dr. Bailey represented the United States Public Health Service as interstate supervisor of the Education of the Draft for the states of Nebraska, Iowa, Missouri, North and South Dakota. He was for five years president of the Nebraska Chapter of the Sons of the American Revolution. He is now national president of the American Inter-Professional Institute. He is now and has been for eight years chairman of the Lancaster County and Lincoln Chapter of the American Red Cross. The keenness of his sympathy for the unfortunate or under-privileged is one of his most marked characteristics, and this quality together with his professional training qualifies him in an unusual way for his work for this organization.

At the same time that he has given so liberally of his time and effort in all of these ways, he has, as president and chief-of-staff, built and directed the policies of the Dr. Benjamin F. Bailey Sanatorium, an institution equipped for care of more than a hundred patients.

Belding's Page

A Boy's Discovery

A BOY who stayed at home from school one day, on account of some minor illness which did not hinder his studying, made what he thought a great discovery.

He said: "I believe I could learn faster if I didn't go to school."

He explained this heresy as follows: "More than half of the time in school is wasted waiting for the teacher to explain things you already know or to pump answers out of the class."

In other words he concluded that a lot of time is wasted in recitations. And no one can deny this fact.

That the recitations therefore have no value may be debated.

Also it is unsafe to conclude from an experiment of a single day or week that more rapid gains in knowledge or thought power could or would be made right along by remaining away from school. School furnishes the curriculum and the momentum, and we may but assume, likewise, that even a bright boy or girl needs pulling over hard places now and then. Also that a good many wrong ideas are corrected in the process of hearing others recite and noting the pitfalls into which they stumble.

And yet—there is food for contemplation in that boy's remark.

The recitation was devised as a means of discovering whether the learner had performed a prescribed task to the satisfaction of the teacher. That task was presumably none too attractive. Certainly its attractiveness could not be trusted to insure the performance of it.

A procedure in which the detailed checking of a pupil's work gives way to something better and more profitable, is an ideal toward which many teachers are striving. Until they succeed in reaching this ideal there will continue to be truth in the criticism of recitations.

"Whipped in School"

IN THE New England primer children of an earlier day met these lines:—

"The idle fool
Is whipped in school."

Children of that time may have been duly impressed with this couplet. It was put there to impress them. They were to believe that failure to attend closely to their books was an offence against authority. They were to believe that idleness is synonymous with folly; and that even a fool could somehow become wise by strict attention to his lessons.

A backward glance at these stupid verses may have value in revealing to us forcibly the long stride which has taken place in educational thinking in the interim since the New England Primer held sway over the schools.

Idleness and folly are not to be confused today as they were in the age when stupidity was punished not only with the hickory stick but with the even more humiliating fool's cap and dunce stool.

We have at least learned that inattention may have a variety of causes, one of which may be the inherent failure of the subject matter to enlist the natural interest of the pupil.

We have learned that laziness may often be transformed into eager ambition, when the right material is offered in the right way.

We have learned that different minds proceed at different rates of speed. We do not talk of fools. And if we find them, we do not hope to whip their folly out of them.

Whipping has largely gone out of fashion as a panacea for schoolroom failings. The conscientious teacher of today devotes more thought to self-flagellation and self-correction than to the blistering of juvenile bodies.

Civilization never advances evenly. Neither does education. We have backward schools, moderately backward schools, conservative schools, moderately progressive schools, very advanced schools, and—more numerous than all others—mixed schools. Outworn theories linger long. Especially inclined to stay with the schools is that convenient notion that if instruction doesn't take the fault was with the pupil. What a comfortable belief it was!

If flogging didn't bring repentance and conformity there was another expedient at hand—expulsion. The goats could be separated from the sheep. And schooling could be administered to the chosen few for whom it seemed to be ordained.

Auson W. Belding

Associate Editor

50,000 Chicagoans in Evening Schools

By CHARLES J. LUNAK
Assistant Superintendent of Schools

Adult education in Chicago has been developing over a period of seventy-five years. Today there are twenty-five fully organized evening schools and many special classes. One of these classes is attended by scrubwomen after most folks are in bed.

DURING the winter of 1856 the first experiment of organizing free evening schools was made in Chicago. The first sessions were held in West Market Hall, the use of which was granted by the city, and the teachers rendered gratuitous service.

Nothing more appears to have been done toward the support of public evening schools until the winter of 1863, when statistics compiled showed a total enrollment of 208, at an instructional cost of $389.

Evening schools were opened each year thereafter until the year of the great fire, when evening schools were discontinued until 1873. Up to this period the sessions were from ten to sixteen weeks in length, and the enrollment varied from 208 to 3,828, with an attendance of from 150 to 1,121. From that time on attendance in evening schools increased, until at the end of the latest evening school term the attendance reached a total of 27,863.

The following tabulation shows the increase in enrollment over ten-year periods from 1873 until the present time:—

1873	.....	2,396
1883	.....	6,956
1893	.....	14,530
1903	.....	13,027
1913	.....	27,987
1923	.....	52,682
1930	.....	51,829

In 1921 there were twenty-nine evening schools, the majority of them small elementary schools offering work in grades 4 to 8 to men and women who had not heretofore been to school, and who could be seen nightly struggling with their A-B-C's and learning how to write their names. Then those who had been denied educational advantages beyond the elementary grades and those who found that they had not chosen wisely in their occupations and desired to learn new vocations began to attend the vocational classes. Many came to expand and better their preparation for their chosen work. Gradually, however, students who had some high school instruction but who, for economic reasons, had been forced to leave school before graduation, began to seek some means whereby they could obtain the equivalent of a day high school diploma, for a few years' experience in the business world had proved the advantage of having such a diploma. As a result of this constantly growing demand, a committee of educators went to New York City and studied the standard evening school plan in that city, which at that time was the only city maintaining standard evening classes. The outcome of that visit was the opening, in the fall of 1921, of the Englewood Evening School as a standard school, where pupils could earn credit for college entrance. The term was lengthened from twenty-two weeks (the length of the regular evening school term) to thirty-six weeks.

In the fall of 1922 the Englewood standard evening high school having proved so successful, and the demand for increased facilities of like character in other parts of the city having become so acute, the Schurz was made a standard evening school. These two schools now accommodated students living on the north and south sides of the city, many of whom traveled long distances to obtain the advantages offered by the standard schools, and in the fall of 1929, greater need for this type of instruction being felt, the Crane Evening High School, on the west side, was made a standard school. Of a total enrollment in all evening schools of the city amounting to 51,829, 16,097 are now enrolled in standard classes.

Of the remaining twenty-two evening schools in operation during the season just closed, seven are elementary schools, twelve offer both high and elementary instruction, one is a technical school, one offers commercial work only, and one is allied with the trade unions and offers instruction to union members. Baking technique, shoe-making, men's tailoring, dressmaking, millinery, cooking, typewriting, stenography, bookkeeping, woodworking, machine shop, sheet metal, painting, steam engineering, drafting, reading of architectural blue prints, oxyacetylene welding, are among the many vocational and technical subjects in which classes are largely attended.

One high school contains 1,526 colored adult students. Thousands of these people, because of southern repression and neglect, are illiterate. There are practically no educational opportunities for these people in the rural sections of the South, and one must admire members of a race who after a day of hard labor will come to

adult classes to learn to read and write in first grade groups. Who will not admire adults in the middle span of life who with labor-stiffened fingers are attempting the laborious task of learning to write and just as laboriously pick out syllables and words in learning to read! In this school in one first-grade room there were eight-grandmothers, three great-grandmothers, and four grandfathers. These old people attended regularly, coming on coldest nights, giving up their evenings in an endeavor to learn to read simple passages, to write their names, and to master the elementary number facts.

In the elementary departments there were a total of 12,165 enrolled. This number includes foreign-born as well as English-speaking adults who are lacking in the simplest kind of education. In one room in an evening school was found recently newly arrived Germans, Polish, Cechs, Lithuanians, Hungarians, and a few Mexicans. Out of a class of forty-five one was in this country only one month, two two months, and the others ranging from one year to fifteen years. Another room had a membership of forty-two Mexicans, all learning to speak, read and write English.

In addition to classes conducted in the evening schools, two hundred and forty-five classes meet at various times of the day and early evening all over the city, in all sorts of places, for the study of English and civil government, to enable the adult members to secure their citizenship papers. One class meets in an abandoned railroad coach in the Santa Fe yards, a class of scrub women meets at 10.30 p.m. in one of the finest office buildings in the city. A room has been especially reserved by the management of the building for the use of these students. Classes meet everywhere, in churches, settlement houses, small parks and schools. Whenever a class of thirty or more will gather for serious work a teacher is supplied by the Board of Education.

Thirty community centres, with an aggregate attendance of 371,952, were opened during the past year. These cost the Board of Education $45,050, and the community centres contributed $30,097 for instructional costs. These amounts do not include advertising and supplies given by local merchants. The programs of community centres must be changeable and elastic, and so classes are formed in subjects in which the people are interested.

During the current year the city is operating twenty-five evening schools, on a budget of $588,000. These schools comprise: three standard, twelve opportunity, seven elementary, one commercial, one technical, and one trade school.

My Poem "The Veterans"

By DENIS A. McCARTHY, LL.D.

WITH the best intentions in the world people who compile books of selections are not always able to give proper credit to the authors of the poems which they use, for the reason that they cannot always find who wrote which. Fugitive poems are difficult to identify. Their ownership is hard to trace. Some editor without a conscience, or perhaps without a sense of the importance of the matter, will first use a poem in his paper or magazine and fail to give the name of the author. Another editor, liking this same bit of verse, but seeing it printed without any author's name, will reprint it, and perhaps mark it "Anonymous." Eventually some compiler, wishing to use it in a collection or anthology, will put it into his book as "Anonymous." And there it stands for all time, while the person who wrote it is deprived permanently of the credit which is really his.

I have recently had the experience of seeing one of my best-known poems, "The Veterans," reproduced in a book of selections, and set down as "Anonymous." The book is intended for use in the schools. It was issued last year.

Having called the attention of the publishers to the matter, they have had the two compilers of the book write to me explaining that they found the poem somewhere marked "Anonymous," and knowing nothing at all about me and my authorship, they just followed suit, and put it in their book. Strangely enough they insist that they had a perfect right to do this, the fact that the poem was marked "Anonymous" in the paper from which they took it relieving them (as they say) from all further responsibility in the matter.

The poem is, however, in my copyrighted book, entitled "The Harp of Life," which the Journal of Education reviewed last year, and the holder of copyright has a right which cannot be contravened either knowingly or unknowingly.

The story of this poem, which is a tribute to the men of the Grand Army, now growing fewer and fewer in number day by day, goes back to my earliest days in America. I landed in Boston from Ireland the day preceding Memorial Day. My first impressions in America were received on that beautiful civic festival, so that it is not so much to me a holiday as it is a holy day—my birthday, so to speak, into American life.

I can remember standing on Washington street, that day, long ago, a strange lad, and watching the Grand Army men pass by. I asked a man be-

side me what this procession was, and when he said that those were veterans of the Civil War going out to decorate with flags and flowers the graves of their dead comrades, the beauty and pathos of it all struck me forcibly, and ever after that I participated as far as I might and wherever I was, in the yearly decoration of the graves of dead soldiers. That ceremony has never lost its thrill for me. And when I became a man and began to interpret life in verse, my thoughts went back to that first day in America, and I wrote these stanzas:—

THE VETERANS

Every year they're marching slower,
Every year they're stooping lower,
Every year the lilting music stirs the hearts of older men;
Every year the flags above them
Seem to bend and bless and love them
As if grieving for the future when they'll never march again!

Every year that day draws nearer—
Every year this truth is clearer
That the men who saved the nation from the severing Southern sword
Soon must pass away forever
From the scene of their endeavor,
Soon must answer to the roll call of the angel of the Lord.

Every year, with dwindling number,
Loyal still to those that slumber,
Forth they march to where already many have found peace at last,
And they place the fairest blossoms
O'er the silent mould'ring bosoms
Of the valiant friends and comrades of the battles of the past.

Every year grow dimmer, duller,
Tattered flag and faded color;
Every year the hands that bear them find a harder task to do,
And the eyes that only brightened
When the blaze of battle lightened,
Like the tattered flags they follow are grown dim and faded too.

Every year we see them massing,
Every year we watch them passing,
Scarcely pausing in our hurry after pleasure, after gain,
But the battle flags above them
Seem to bend and bless and love them,
And through all the lilting music sounds an undertone of pain!

The poem has been reprinted in many schoolbooks and many anthologies, but always, up to the present, with the proper credit. It has been used time and time again by Grand Army veterans at Memorial Day exercises in the schools. I am not pretending that it is a very wonderful poem, but it is a great favorite of mine, first because the inspiration for it goes back to my first days in the United States in my boyhood, and secondly because it has been hallowed by the many, many times it has been read at Memorial Day exercises all over the country by the very men in whose honor it was written.

Because of this, I am loth to have it go down to posterity as "Anonymous."

Sabbatical Leave

AT ITS regular meeting on December 22, 1930, the Somerville, Mass., School Committee adopted the following plan for sabbatical leave:—

"Sabbatical leave may be granted by the School Committee, upon the recommendation of the superintendent, for the purpose of study, travel, or health, after ten years of continuous satisfactory service in the public schools of the city of Somerville, and after the completion of any subsequent ten years; provided that the teacher shall submit in writing to the superintendent on or before January first of the year in which the leave is to take place a plan of study or travel for his approval.

"The leave shall be granted for a period not exceeding nor less than one school year and shall begin in September; and, further, shall be limited to five teachers, chosen in order of seniority of service, or condition of health, preference being given to those who have not had a previous leave of the same nature. The compensation shall be one-half the basal salary as of June preceding the Sabbatical year plus one-half the accrued professional improvement increments, except that the total shall not exceed $1,000, the teacher's retirement allowance to be deducted from this salary. The salary allowances shall be paid in five equal installments distributed throughout the school year.

"The teacher shall sign an agreement binding her to continue in the service of the city of Somerville for three years after the expiration of leave, or, in case of resignation within the period of three years, to refund to the city of Somerville such proportion of the amount paid her during the leave as the unexpired portion of three years bears to three years. The provision of this agreement, however, shall not apply where resignation on account of ill-health is granted by the Board nor where resignation is requested by the Board.

"The teacher on leave shall report to the superintendent, in such form as he may determine, the manner in which her time is being employed, such reports being due on the first of December, March, and July.

"The teacher taking advantage of this privilege shall be entitled upon return to the same or an equally good position, and the year of leave shall be included in the years of service to the city for all purposes except the accrual of salary increments."

Student Responsibility in Evansville

By CARL SHRODE

Principal, Central High School, Evansville, Indiana

"The essence of this plan, perhaps of any plan, lies in its spirit rather than in its technique," the writer states. The plan which he offers has had a long period of trial and was recently given an overwhelming vote of approval by the faculty.

CENTRAL'S plan had a small beginning. In January, 1917, thirty-five seniors petitioned the principal, John O. Chewning, to permit them to form an honor room, in which they agreed to maintain good study conditions in the absence of any teacher or faculty monitor. Their petition was granted, and the idea was given a trial. It proved successful and the entire school was kept in touch with the venture. In the next semester more than seventy upperclass boys and girls petitioned for an additional honor room. Two rooms, one for girls and one for boys, were established and each room elected two room officials to check attendance, report difficulties and carry on the business of the room. The enrollment of the school was then about 1,800 or more, and the experiment grew slowly for about three years, gradually including the study halls of the tenth, eleventh and twelfth grades. The new plan had its troubles. Some groups tried it out before they were fully ready for self-government, and in such cases the privileges were suspended until there was evidence of true desire to accept responsibility and to practice more self-control.

The principal did not involve the teachers in the new plan, but he kept before the entire school the achievements of each group or room, and challenged each by giving them as much responsibility as they were ready to undertake. Thus it grew until March 20, 1920, when the students asked that it be organized to include the entire student body. By 1922 it had broadened and established itself so thoroughly that teachers were withdrawn from police duty in the lunchroom, corridors, study halls and the auditorium or in any part of the building except their classrooms. At that time in a school of more than two thousand pupils Mr. Chewning announced that any pupil who felt that he had not received just treatment from himself, as principal, could appeal the case to the Prefect Court, and that their decision would be final. In April, 1924, Principal Chewning withdrew all the teachers from the school for one day on visiting leave and left the entire school in charge of the students. This was probably done to convince both the school and the city of Evansville that students could assume responsibility without the school falling below the level of the teacher-controlled school. The Evansville Journal commented editorially on April 30, 1924, as follows: "Our future citizenry has proved itself. It is up to the present to make a place for it."

April, 1924, after a seven-year period of growth, may be marked as the end of the period of inauguration and expansion to an accepted institution in this school. Since then the founder, Mr. Chewning, became superintendent of schools, and the plan has lived in Central under two other principals with few changes in its constitutional structure.

The Central plan of student responsibility in school government is rather meagre in its written part. It has a constitution which is seldom needed. Simplicity of form is its aim from the beginning. The machinery of office consists of an executive committee of ten prefects. Six of these are chosen from the senior class and four from the junior class. These five boys and five girls are selected by popular vote of the student body. The students then select by ballot the boy and the girl from the senior group of prefects to be head prefect of boys and of girls, respectively. These ten prefects meet in joint meeting once a week and consider problems of conduct, office-holding, traffic, care of the building, smoking, sportsmanship at games, public conduct of pupils, and any other problems that may arise. The principal may or may not meet with them. He sometimes sends in writing a problem to be considered, or he may ask a prefect to present it at the meeting. The Prefect Court meets at the close of school on any day that it is necessary to try pupils for violation of rules. It may inflict any penalty from one demerit to suspension or expulsion (within state laws) from school. The office notifies the home in the case of major penalties. There has never been an action at law threatened in this school for infliction of any Prefect Court penalty. Our community has accepted apparently the principle of our plan, and while not always pleased the parents offer fewer objections to prefect penalties than they do to teacher penalties. But, of course, it is not all a path of roses. It requires guidance, counsel and advice at every step.

Have the faculty accepted it? In the month of December (1930) a secret ballot was taken, without warning, at a building meeting, on the question of keeping our plan or substituting teacher control. Of fifty-four teachers present, six voted

to abolish student government, forty-five voted to keep it, three did not vote. This is a vote of eighty-three and one-third per cent. in favor of the plan. Such a vote in a democracy would be considered a landslide. In an independent body, such as a body of teachers, a higher tally of votes favoring anything might suggest a subservient vote.

What about the students? No referendum has been taken in the past two years. In four years of experience only one editorial writer in the school paper has attacked it as undemocratic. The weekly Centralian has a column devoted to a forum on Student Government. In the issue of December 17 the Forum question was: "Why do we have student government in Central?" A senior girl's answer reads: "We have student government in school for the same reason that we have the Republican form of government in our nation. It teaches students, on a small scale, to be responsible for their conduct as they will have to be when they are out in the world. It places the students on their honor, which I think develops honesty more than anything else can. All in all, it prepares them for life as citizens." In the Centralian for December 23, under the Forum question of "What do you like or dislike about student government," a senior boy has this to say: "I like student government because it trains the students for leadership in the community. One thing I dislike is that some monitors and prefects try to tell the students what not to do when they turn right around and do the same things themselves." In respect to that point the plan requires all officers of any grade of office to have the honor rating in character and school citizenship. But even this is not a perfect guarantee and prefects are compelled each semester to remove lesser officials for petty malfeasance or misfeasance in office. Slackers on the job are asked to resign.

During the autumn of the present year a senior boy prefect who had decided to enjoy his last term of office was caught asleep on the job. After a few warnings he was discovered using his office to gain privileges for himself, and in this case one friend as well. He took a boy out of class, under pretense of prefect business, and the two left school on private business. For this the prefect court voted 8 to 1 to ask him to resign. It cost his fellow prefects something to do this, the second case of prefect resignation on record, but the doing of it was an evidence that the school's pride in its self-government plan is still alive and to an extent justifiable.

Central's machinery and the nomenclature of it are perhaps older than the now universal "student council" plan in vogue in so many schools. Our students join with teachers in a financial board of control which votes levies against organizations' revenues and makes appropriations for school use. Our school has a paid faculty manager of athletics, and a school treasurer who is a teacher in the school. The amount of student and faculty co-operation in the control of the school is no doubt normal.

In conclusion it may be said that the essence of this plan, perhaps of any plan, lies in its spirit rather than in its technique. Like democracy, itself, it is for the most part an attitude. Constitutions, by-laws, and rules of procedure may be written in the most complete detail, but until the pupils get the attitude and spirit of the thing in their minds and accept them as desirable, it is largely a tinkling cymbal. The plan took deep root in Central in 1917-20. Since then it has required close supervision to get the same spirit into each succeeding high school generation.

We hope that at Central, in a small way, we are practicing what McAndrew suggests in the Nation's Schools, November 5, 1930, when he said apropos of school policy in books and in schoolrooms that we had a copious collection of true doctrines and unanimous resolutions on the subject of training for citizenship.

He added: "It is time to realize them." We believe that any plan of student responsibility in school government is on the road in that direction.

Forward March

By ALFRED OSMOND
Brigham Young University, Provo, Utah

Forward march. The hills are calling
To the valleys down below.
Sights and sounds are less appalling
Midst the crags of ice and snow.

Forward march. The ranks are breaking.
Fill them up with men of might.
If your faith is sick and shaking,
Leave us ere we face the fight.

Firmest friends of education
Still defend the tried and true,
But the scales of their gradation
Weigh the values of the new.

Forward march. The teaching forces
Were not trained for mere display.
In the world's progressive courses
They should gladly lead the way.

With their banners proudly waving,
They should gladly lead the fight
For the better means of saving
Loyalty to truth and right.

They Say

GEORGE GREY BARNARD:—

"Unless a man gets joy from his work he will produce nothing worth while."

RUPERT HUGHES:—

"Opportunity makes the genius and also makes the criminal."

ABBE ERNEST DIMNET, Canon of Cambrai, France:—

"Reading is, of all pastimes, the best for mankind, and if you are unsure of the quality of a book and wish to know whether or not it is worth your time, I will tell you of two tests for this situation. One is to try to read it aloud. No book that is trash could ever stand this test for more than a page. The other is putting it aside for a period of three months. If it is still discussed by people around you and remembered at the end of this period it will be worthy of your attention."

DR. BRUCE ROBERTSON:—

"Discipline serves merely to repress the child and it should not be used. Schools are offered the greatest opportunity to help the children that turn to them for guidance. . . .

"Children should not be prepared merely to gain their livelihood by public schools, but they should be aided right at the outset of the educational course to find themselves. Child guidance is necessary in our schools; and not only should the children be educated but their parents as well."

G. E. DILLE, superintendent, Chillicothe, Missouri:—

"The home is the workshop in which character is built."

CHARLES G. DAWES:—

"We don't know why a man goes wrong, but we have no difficulty in knowing when."

LORD DAVID CECIL:—

"Never could there have been so much to hate as there is today, with its modern newspapers, and modern pictures, and modern methods, and the modern theatre, and modern love, and modern music."

RICHARD GREGORY, editor of Nature:—

"The lives saved by the use of antiseptics discovered by chemists overwhelm completely all those which have been sacrificed in wars."

MABEL WALKER WILLEBRANDT:—

"Women dominate social life more now than they ever did, and as much as they ever will."

RAY LYMAN WILBUR:—

"Boy scouting means something very real to a boy. The loyalties of youth are the strongest loyalties that we have, and if we can develop them in this particular way we should do so."

WALTER S. GIFFORD, president, American Telephone and Telegraph Company:—

"This depression soon will pass and we are about to enter a period of prosperity the like of which no country ever has seen before."

REV. RALPH INGE, "Gloomy Dean" of St. Paul's Cathedral, London:—

"A religion which does not touch science and a science which does not touch religion are mutilated and incomplete."

WILLIAM LYON PHELPS:—

"I do not know how wicked millionaires are, but as I travel about and see the results of their generosity in the forms of hospitals, churches, public libraries, universities, parks, recreation grounds, art museums and theatres, I wonder what on earth we would do without them."

CARMI A. THOMPSON, ex-treasurer of the United States: —

"We are now laying the foundation for a far sounder prosperity than we had in 1928 and 1929."

PROFESSOR ALBERT EINSTEIN:—

"I am rarely enthusiastic about what the League of Nations has done or has not done, but I am always thankful that it exists."

GEORGE ARLISS:—

"There are three kinds of English that I am familiar with—the English of England, the English of America, and the English of the telephone operator."

SENATOR-ELECT J. HAM LEWIS:—

"Universities are simply breeding grounds for muscular athletes or the nursing homes for society blooms who hope for hot-house development through such agencies as Greek letter societies and glee clubs."

EDMUND S. DELANCY:—

"Efficiency, thine other name is product."

ETHEL MANNIN:—

"According to an unwritten law among women, a woman can be attractive, or she can be clever, but she can't be both.

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Are These Your Problems?

THIS DEPARTMENT OF SCHOOL PROBLEMS
IS CONDUCTED BY A SCHOOL EXECUTIVE.

403. What are the advantages of nursery schools for little children? (New York.)

Some of the greatest advantages of nursery schools might be classed as social advantages, and yet I suppose all social advantages are educational ones too, so it makes little difference what you label them, but they are such attitudes and abilities as co-operation, fairness, sharing things, kindly consideration for others, etc. It is an excellent place for a child to learn to mix with others. It brings the shy child out and socializes the self-centred or over-indulged child.

With other children of his own age and under right guidance the right start in self-expression and creation is made.

Physically regularity of the right habits in resting, eating, and playing is helped along. The equipment for developing the big muscles is usually better than that owned by an individual child. The assistance given the mother from a scientific point of view is a big item. It guides her through many of her difficulties in these early years. Of course I am talking about scientific nursery schools, not about any nursery school opened by an inexperienced or half-trained kindergartner. We are just in the beginning of these schools, and their leadership will bear the most careful scrutiny. They need to be of the best known brand.

404. Isn't a special class for gifted children apt to make them conceited and insufferable? (Illinois.)

No, indeed; it does not. In most places where they have classes for their gifted children they use a half-day plan for the grouping according to superior ability, and in such a small group the child has a chance to do his individual units of work according to his own talents and pace. For the remainder of the day he returns to his chronological group for physical and general work. In this way a natural situation is maintained, and he loses nothing social. School is at best an artificial, man-made situation, and the nearer you come to a true-to-life situation the greater your chance for success. What does this mean when applied to the gifted child? Just this: Society stratifies itself largely on an intellectual basis, (Think that through sometime. It holds a lot.) which means that your child is bound to soon find out whether he belongs in the superior, middle, or lower group. He will make his friends accordingly and live his life largely in that group. If he is superior the sooner he finds it out the better. Great gifts bring great responsibility. He has a great contribution to make. When he gets the wrong attitude on this it is our failure, not his. The danger is very slight. We need many more classes for gifted children. They are at the bottom of the ladder in school recognition.

405. Don't you believe our private schools are making greater strides in progressive education than our public schools? (Mass.)

No, I don't believe they are. To give a flat answer on such a widespread question is difficult. I am glad you put it on a matter of opinion, otherwise I couldn't answer it at all, and I don't know who can.

The facts are that we have some excellent private schools, schools which have a great deal more money than most of our public schools, with highly trained educators as leaders, and these are doing marvelous work. On the other hand we have some public schools of the finest type under some of the most recognized educational leadership, which are excelled by no private school. We have a great many extremely poor private schools. To think that the word private is any guarantee of quality in a school is a grave mistake. It is a question of good and poor schools, not private and public schools. We have both kinds in both classes.

406. Are we bigoted in our sensitiveness to propaganda in the public schools? (Rhode Island.)

By that question I suppose you mean do we favor the propaganda with which we agree, and disapprove of any propaganda with which we do not agree, or when it happens to coincide with our opinion do we fail to call it propaganda, but when it doesn't, do we disapprove on the general principle of no propaganda in the schools? Yes, I suppose that is a common situation and quite a human one if you stop to consider it.

With our emotionalized attitudes so well set up and for the most part subconscious we are apt to see our wishes, our desires as anything but propaganda, and the only safeguard, of course, is the scientific attitude, the impersonal analysis of material to see if they are opinions or facts. Every pupil has a right to a clear distinction between the two, and to pass off opinion as fact is one of the greatest wrongs we can do the pupil.

The charge of bigotry in our sensitiveness to propaganda certainly sets all school people thinking. We need to constantly guard against propaganda in the schools, and to go a step further in this careful and constant distinction between opinion and fact.

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Stringless Bean

Among the essential men of America's progress must be counted those who from time to time have bred new types of vegetables, either making two grow where one grew before, or creating a new type through the removal of disagreeable characteristics.

Among these humble heroes was Calvin Noyes Keeny, who died recently at Leroy, N. Y. Although nationally known as a seed grower, his lasting fame will come through the fact that he originated the stringless bean.

To remove the "string" from beans was to do something which millions of housewives longed for, but which it took a practical seedsman to achieve.

The result was secured, not through magic or horticultural hocus-pocus, but simply by breeding various strains of beans which had lesser amounts of "string," to other varieties with similar properties.

At last the stringless bean was achieved. In its infancy it was a "novelty," as seedsmen call such things, but in time it became a standard, until today no one stops to think much about it.

Similarly the professional and amateur grower of vegetables has been given a large number of edibles which are distinct improvements on old types, not new creations in any sense, but rather new forms of old types with some essential improvement, or lacking some evident disagreeable quality. The so-called "rustless asparagus" is another example.

In this good work, quietly conducted by men with efficient and loving hands, the United States Department of Agriculture has as quietly and efficiently co-operated. Such men as Keeny leave living memorials to themselves every year in a million gardens, although the gardeners may never have heard their names.—Washington Star.

Shadows

Alexander the Great, at the very pinnacle of his glory, once came upon Diogenes, sitting in the sand, puzzling over some problem that he traced out with his forefinger.

Instead of rising as the great conqueror approached, Diogenes never so much as lifted his eyes. Alexander was amused and came quite near, so near, in fact, that his shadow fell across the tracings that Diogenes made in the sand before him.

"Friend," said Alexander, "I am of a mind to grant you a favor. What is it that you would like to have me bestow upon you?"

Without lifting his eyes the great philosopher replied: "I want nothing, but that you should stand from between me and the sun."

Of course Alexander took the great man's words literally, and with a laugh moved to one side, but the minds of men ever since have found in the request of the mighty philosopher a much deeper meaning.

What happens, for instance, when a wall is built up shutting the sun away from a beautiful garden? Do not the flowers languish and die?

What happens when a child is raised in a dark cellar where the healing rays of the sun seldom find their way? Does not the child, also, fade away and contract disease?

Thus we see that we must stand in the presence of the physical sun to keep our health and joy in life.

This same great need is true of the spiritual side of life. Anything that shuts us away from the life-giving light of the Great Source destroys our beauty and undermines our spiritual health. When we are tempted to do that thing which is sinful or dishonorable, we should recall the noble words of Diogenes.

Witch's Brew

In Shropshire, England, many years ago, lived an old witch. At least the simple country people called her a witch. When she walked she bent far forward, so far, in fact, that she had to lean on a blackthorn cane. Anyone in that part of the country who went abroad early in the day could see her out on the cool April hillsides, down on her knees, digging up roots of sprouting plants. Later in the day such a person could always find her in her rude hut at the street's end, bending over a steaming kettle in which roots and leaves and broken twigs bubbled and boiled, giving off a pungent smell that filled the whole room.

If such an observer stayed long enough, he would see queer, bloated creatures hobble up to the witch's door, pay a few cents, receive a bottle of dark brown liquid, and hobble way again. He would then be very apt to laugh, and say: "Poor fools, paying their hard-earned cash for stuff of that sort," and yet if he were of an inquiring mind, and should ask questions through the countryside, he would learn many things that would amaze him. He would be told, for instance, the story of Jan Copithorn, who had the swelling sickness, but who, after taking ten bottles of the witch's brew, found himself well again. And if he wished to question Jan he would have to search for him in the fields where he would be found hard at work when, by all experiences of men, he should have been lying in his grave.

Finally, such an observer would be compelled to admit that the old witch of Shropshire had an uncanny power of putting men dying of the swelling sickness back into the fields and hard at work.

One day Dr. William Withering, of Birmingham, stood at the bedside of his dearest friend. "You have dropsy," he said. "There is nothing I can do for you." An old servant standing near put his hand on the doctor's sleeve.

"Pardon, sir," he said. "Have you heard of the Shropshire witch? She can cure this man of his swelling sickness."

"Nonsense," said the doctor.

"It is true," cried the servant, and because the doctor loved his friend so much he sent the servant post-haste for a bottle of the witch's brew. A week later the friend was so much improved that Dr. Withering put on his great coat and went as fast as horse could carry him to the hut of the old witch.

"Mother," he said kindly, "how do you make this brew?"

The old witch looked at him and laughed. "It is long you have been in coming," she said.

"Pardon me for that," said the doctor, "but it is only lately I have heard of you."

"And is all your learning of no use to you in the face of the swelling sickness?" asked the witch.

"Of no use at all," said the doctor humbly.

"Then come with me," said the witch. "Let us go out into the bright April sunshine where God has stored up for man many blessings in the roots of herbs.

"Now this one," said the witch, as she pointed to a sprouting plant, "is our little friend, the foxglove. In many gardens does it grow, lifting its pretty heads, but in the juices of its roots is a balm for the over-burdened heart. Take it, my friend, and with it heal the sick in the great cities."

This sounds, I know, like a fairy tale, but it is a fairy tale that happens to be true. In the foxglove is found the drug digitalis, which has proved itself such

a wonderful boon to ailing human beings.

The Plaything of Rene Laennec

Rene was born in Brittany in 1781. He was so delicate that his parents took him away from the seacoast to a little town that was surrounded by a vast oak forest. Here he was sheltered from the wind. In the sunny glades of the forest he could play all day long, gaining in this way strength and health.

Little Rene and his friends had few toys. What they had they made for themselves out of the things they found around them. One plaything that they enjoyed more than all the rest was nothing less than the huge logs that the woodcutters felled every day as they cut deeper and deeper into the woods. Rene would hide behind one end of these huge logs, where he could not possibly be seen by the others, and then he would issue commands which he spoke against the newly cut end of the wood. With their ears pressed to the wood of the other end his companions could clearly hear what he said. Boys and girls everywhere can make a plaything of this sort out of any long piece of wood that is at hand. Scratch one end with a nail, and an ear at the other can distinctly hear the sound.

Many years later Rene had become a physician. One day he was called in to treat a very stout young woman. He wished to listen to the action of her heart. He was puzzled by the way it acted. Sunddenly, as he bent over her, he remembered the plaything of his days in the great forest. Quickly he rolled a tube of heavy paper into a cone. To his surprise and delight, by placing one end against the woman's chest, he was able to distinctly hear the beating of her heart.

Thus the stethoscope came into being, the instrument every doctor carries in his little black bag.

In the Footprints of the King

(A Legend of Hungary)

In their retreat from the battlefield King Boris and his faithful band came at nightfall to the edge of a great plain. It had snowed, and the still air that follows storms was bitterly cold. Many of the men were wounded, and the rest, exhausted from the terrible struggle of the day before, looked eagerly about for some place to rest.

Not a house was in sight, not even a shepherd's shelter against the snow. Behind them lay the forests in which their enemies even then were searching eagerly for them.

"We can go no farther," said the Captain of the Guards. "Better it were to sleep here in the snow, for tomorrow and tomorrow it will be the same, and at last we shall be overtaken and slain."

To these words the others murmured approval. Some even cast down their shields and swords and prepared to throw themselves likewise on the earth.

King Boris, weary as he was, straightened his tall shoulders, and looked about. His eyes were full of pity for the sufferings of his men, but his lips were set in thin, hard lines.

"Comrades," he said, "to lie here in this bitter wind with nothing but the snow to cover us is to sleep the long sleep from which there is no awakening. Shall we die thus, with arms relaxed, like infants in our beds?"

As no one answered King Boris drew his shield over his left shoulder and turned to go. "Comrades," he said, "your king leaves footprints behind him. He who loves me will follow, placing his feet exactly in the prints that I make so long and so far as I have power to go."

First one and then another of the weary men followed the king. All that long night they placed their feet in the footprints of their great leader. Dawn found them on the other side of the great plain, with a pleasant village sending up its smoke before them.

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THE SOLUTION

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By JONES and BERTSCHI

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The BOOK TABLE

LITTLE EAGLE. A Story of Indian Life. By Therese O. Deming. Illustrated by Edwin W. Deming. Edited by Milo B. Hillegas, Teachers College, Columbia University. Cloth. Chicago, New York, San Francisco: Laidlaw Brothers.

"Little Eagle," the first of four books in "The Indian Life Series," is a genuine creation in education.

There has been nothing in School Readers or School Histories comparable to this as a revelation of Indian life.

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There is nothing that can take the place of these books, written by Mrs. Therese O. Deming, who, alone of all persons, could give such a portrayal of Indian life. The illustrations are absolutely indispensable, and they are by her husband, Edwin W. Deming.

It seems impossible that these two famous people should have lived for many years with Pueblo and Blackfoot Indians.

It is scarcely less remarkable that the Laidlaw Brothers should have been selected for the creation of these books.

It only remains for this "Indian Life Series" to be in universal use.

FACT AND FANCY: A Sixth Reader — "Story and Study Readers." By John W. Withers and Charles E. Skinner, both of New York University, and Mathilde C. Gecke, district superintendent, St. Louis. Illustrated by Shirley Kite Smith. Cloth. 512 pages. Richmond, Atlanta, Dallas, New York, Chicago: Johnson Publishing Company.

"Fact and Fancy" of the "Story and Study Readers" is a remarkable creation in schoolbook making. This is an age of creation in education, and here is a creation in more ways, meeting more needs, achieving more results than we have seen met by any other school book.

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It is now entirely clear that the authors have selected every lesson, have arranged them in such a way that each group of lessons will start out so distinctly that nothing will be smothered by any other group of lessons.

It is entirely clear that every character and activity of every lesson is selected to develop and intensify thinking and remembering.

If there has ever been a Sixth School Reader with such skillful division to dominate the thinking of the reader as is done by pages 113-116, pages 232-237, pages 342-348, we have missed it, and we have written the reviews of all School Readers for forty-four years.

We have never seen a School Reader that has been created to divide a child's transition through the sixth grade as it is done by "Fact and Fancy."

GRAMMAR AND USAGE. By Alma Blount, Michigan State Normal College, and Clark S. Northrup, Cornell University. Cloth. 426 pages. New York: Prentice-Hall, Inc.

It is of the utmost importance that teachers and their textbook makers realize that children are several years older now than they would have been ten years ago.

Teachers are painfully aware of this in general information, because their pupils learn of many discoveries in nature and human nature, in inventions and creations, industrial and commercial, ahead of their teachers, but teachers are inclined to refuse to recognize this in the use of language.

Doctors Blount and Northrup in "Grammar and Usage" are among the first to recognize that pupils in the elementary grades have language appreciation far ahead of pupils of a few years ago.

Children who are three years older in general information at seven years of age than they would have been ten years ago, are three years older in other ways. This is noticeably true in their use of language, and teachers and textbook makers of language books are a tragedy if they have not discovered this.

SYSTEMATIZING THE WORK OF SCHOOL PRINCIPALS. By M. Evans Morgan, Seattle; Erwin C. Cline, Richmond, Indiana; Carlos B. Ellis, Springfield, Massachusetts, editor of series. New York City: Professional and Technical Press.

They say frequently that the elementary school principals have come to the front with high appreciation in the last decade. We are not quite sure whether this is because of the Department of Elementary School Principals of the National Education Association, or that department is the result of the higher prominence of the elementary school principals, but both are greatly magnified of late.

Elementary school principals are elected superintendents of large cities and principals of State Teachers Colleges as was unthinkable over ten years ago.

They are especially prominent in the creation of professional books and new subject textbooks. Indications are that Carlos B. Ellis, of Springfield, Massachusetts, and the Professional and Technical Press will specialize on books by eminently successful school principals.

THE TEACHER'S RELATIONSHIPS. By Sheldon Emmor Davis, Ph. D., president, State Normal College, Dillon, Montana. Cloth. 415 pages. New York: The Macmillan Company.

The professional institution at Dillon comes as near as any professional school we know to preparing its graduates to be intelligent community leaders, civically and socially, domestically and religiously.

We recall the impression made upon me more than a third of a century ago, when William C. Bagley was the most vitalizing community educational inspiration I knew.

Professor Robert Clark has been my ideal leader of education in four states for a quarter of a century, and Sheldon Emmor Davis, who has been president more than twice as long as any one else, has had an influence upon the state quite unique, in "The Teacher's Relationships." President Davis is brilliantly inspiring and famously practical. We have seen no professional book that has as wide a range of community relationship translated as wholesomely and impressively as in this volume.

Books Received

"Problems in Educational Psychology." By Glifford and Shorts. Garden City, N. Y.: Doubleday, Doran and Company.

"English Essentials." By T. M. Ryan and E. R. Barrett. New York: Harcourt, Brace and Company.

"Fact and Fancy." By Withers, Skinner, Gecks. — "Enjoying Poetry in School." By Howard F. Seely. Richmond, Virginia: Johnson Publishing Company.

EDUCATION IN ACTION

Children Who Cheat in School in Minority

Results of Survey to Test Honesty of Pupils Also Disclose That Lessons in Fair Play Are Not Readily Remembered

"Can children be taught not to cheat in their school work?" is the question considered by Dr. Claire Turner Zyve, formerly of the staff of the Horace Mann School, in a recent issue of The Record, released at Teachers College, Columbia University.

The teacher who would gain reasonable results in teaching habits of scholastic integrity, Dr. Zyve concludes, after research lasting ten weeks in a public school in a "select residential district," will find that success in teaching honesty in one subject will not necessarily carry over to another.

The survey was "controlled" by a group of children to whom no "integrity instruction" had been given. In another "non-specific" group, discussion of general schoolroom situations concerning honesty, but not touching the specific situation of correcting their own papers, was held. In a third, or "specific" group, both general and specific instruction regarding classroom "morality" was given.

In one spelling correction test, where, according to one child, "it would be easy to make a 'wrong' word 'right' by changing an 'a' to a 'd' "—before any instruction was given all three groups made between 118 and 122 changes. After explanation and discussion of the problem at large, the "non-specific" group was tested again, and only seventy-seven dishonest corrections resulted. A final test of the "specific" group showed the changes had dropped to thirty.

In the original groups one child made twenty-four corrections, two made twenty, and the average was between five and six. Youngsters from the third to sixth grades were included.

Open discussions with the "non-specific" and "specific" classes revealed that the pupils' justification or condemnation of cheating fell almost always in three categories — one's own conscience, others' opinions and penalties. Answers indicating a pricking of the juvenile conscience included: "I feel uncomfortable about it," "I'd always be thinking, 'Did any one see me?' " "I would never feel as though I played fair."

"The group that cheats," Dr. Zyve's analysis concluded, "is the minority group. The reasons which these children gave for cheating were fairly lucid. It is difficult to say whether the children who did not cheat had learned their specific lessons, or whether they were the children who had made generalizations of integrity.

"But if any assumption may be made from these data, it is that at least in the elementary school the generalized discussions of fair play and integrity are not entirely adequate for the teaching of the working practice of these traits."

Plans Advice To Students

A faculty advisory system for freshmen in the new building of Hunter College is planned by Mrs. Maxwell Hall Elliott, newly appointed assistant dean. Under this system, modeled after the Harvard plan, a group of junior faculty advisers is appointed by the dean of freshmen to discuss emotional, scholastic and family problems with all students seeking guidance. This brings the dean into personal contact with the students' perplexities, for each month a round-table discussion of the faculty advisers is held to present the leading difficulties and seek a remedy. Mrs. Elliott also hopes to make professional vocational guidance a vital part of the college administration. As a rule, little help is given to students in solving any but school problems. By establishing more personal contact between student and teacher, however, Mrs. Elliott intends to urge students to confide and instructors to advise more freely on personal matters as well as the student's future career.

Age Lends Sanctity To English Schools

There is a charm and atmosphere that pervades the English secondary school that is rarely achieved in an American secondary school, says E. D. Grizzell, professor of secondary education, University of Pennsylvania. "The school halls, the desks, the chapel, the refectory breathe the spirit of tradition and age-old custom," he says. "England values these old 'shells' as a reminder of a glorious past. Only grim necessity forced upon them by a rapidly changing civilization ever compels the English to relinquish an old school with its hallowed grounds. To an Englishman it would be a desecration if anything but a school should inhabit the walls and grounds of 'Old Charterhouse.' America has no such respect for the old."

Elementary Education Not Compulsory in Korea

Elementary education is not compulsory in Korea as it is in Japan. Though it is given in institutions established separately for both Koreans and Japanese, the rules governing both with reference to periods of study, entrance qualifications, subjects of study and hours of study per week are essentially the same. The chief difference between Korean and Japanese schools is that the Korean language is obligatory in schools for Koreans, while it is optional in Japanese schools. The teaching of Korean history and geography is also emphasized in the Korean schools. Different textbooks are often used because of the difference in the language and customs of the two peoples. Schools for Japanese children use textbooks compiled by the Educational Department of Japan, and the Korean schools use books compiled by the Chosen Administration. The period of study in a Korean common school is six years, though it may be shortened to four or five, under special conditions. A higher or supplementary course of two years may also be given by the school. The Japanese public primary schools are founded and maintained by a school association, while the Korean schools are maintained by the municipality in which they are located. Although the schools for Koreans and Japanese are separate institutions, provision is made for the exchange of students.

"Activity" Method Urged for Schools

That the new "activity" method is attaining better results than that of the old form of school teaching is the contention of Dr. Charles W. Waddell, professor of education and director of the training school at the University of California at Los Angeles. In a paper on "Educational Administration and Supervision" Dr. Waddell outlines five procedures. He says: "There are in reality only two basic philosophies of education. One is the philosophy of passive receptivity. This is the philosophy which regards the child's mind as a blank, upon which is to be written the knowledge and experience of the race; his body as a bit of impressionable clay to be shaped

and moulded to order by the forces brought to bear upon it from without. This is the philosophy which dominated the school practices of the last century. It is the philosophy which still dominates the practices of the consistently traditional schools of which we still have a good many. In contrast with this is the philosophy of dynamic, creative self-activity. This is the philosophy which regards the child as a living, changing, growing organism whose mind and body are forever in a process of becoming, and are at any time what they have become solely by the process of inward transformation, caused by self-active responses to the influence brought to bear upon them and by the innate impulses actuating the responses themselves. This is the philosophy which dominates the attempts to further education by setting a stage favorable to the calling out of those activities which can alone educate. It is the philosophy which leads back to the original meaning of the word education as a process of leading or drawing out the potentialities of the child. It is quite clear that fewer and fewer of our schoolrooms and school systems are dominated wholeheartedly by the philosophy of receptivity. If this were not the case our schools would be far less effective agencies of education than they really are. There have been many signs of a steady trend toward the newer philosophy. The swing in that direction was never more pronounced than it is today. On the other hand it is equally true that very few of our more progressive schools are as yet wholly and consistently committed to the philosophy of self-activity."

Transition Period Urged for Freshmen

A transitional period for freshmen during the first weeks of college, to teach them how to do college work, is advocated by Everett W. Lord, dean of Boston University's College of Business Administration. For several months Dean Lord has been studying reports from 147 American colleges and universities. "If a transitional period were put to use the freshman would have time to become adjusted to college methods before finding himself in trouble," the dean said. "In this transitional period the student would not touch the actual work of the course, but merely learn how to do college work; how to study, and how to take notes, for instance." Dean Lord found that 28.6 per cent. of the freshmen, during the period between 1924 and 1929, withdrew before the end of the first year, perhaps twenty-five per cent. of this group leaving because of scholastic difficulties. "There must be one of two reasons for this great loss of freshmen," he declared. "Either the colleges admit a large number of low-grade students, or the colleges do not conduct their courses so as to meet the needs of the freshmen. I believe the second reason is responsible for this heavy loss."

Educational Foundations Liberal in 1930

Benefactions to education during 1930 were noteworthy, says the Federal Office of Education. The General Education Board appropriated $16,438,471 for various educational purposes for the year ended June 30, 1930. The Rockefeller Foundation expended for universities and other educational institutions, public health, research institutions, and the like, the sum of $19,039,127. The Carnegie Corporation of New York granted $3,709,250 in support of educational enterprises. The Carnegie Foundation for the Advancement of Teaching expended for retiring allowances and pensions in institutions on the associated list the sum of $1,445,691, and for educational investigations the sum of $122,154. The Jeanes Fund, for the improvement of negro rural schools, expended $101,321.

Says Too Many Seek A Collegiate Veneer

Parents who send their children to universities for social advantages rather than in quest of truth were condemned recently by William Allen White, of the Emporia (Kansas) Gazette, in an article in the New York University Daily News. Mr. White, the second of thirteen prominent persons to write for the student publication, on the purpose of higher education, declared that few students entered college to prepare for a happy life, while the majority sought only a social veneer. "American colleges have a two-fold purpose," Mr. White wrote, "the purpose set forth in the catalogue and in the occasional addresses of the president, the faculty and the trustees; and the other purpose in the hearts of a vast majority of the parents who send their children to college. The faculty and trustees and a certain minority of the students intend the college as a place for preparation for a happy life, where men and women can learn the significance of things, something of truth, and bring back some sense of duty, some understanding of humanity's drift and need, and some faith in life and men that will make useful work a joy. But, alas, the vast majority of parents who send their children to school send them there for the social advantages, hoping that with these advantages they will see the propriety of acquiring a certain veneer of manners, a certain sweet icing of intellectual training; but above all their college aim is the principle to get on and climb to be somebody."

Rumanians Study Foreign Languages

The Minister of Public Instruction of Rumania has decided to introduce the study of the Polish, Czechoslovakian and Serbian languages into several high and professional schools in Rumania. Professor Borsa, secretary of the ministry, expressed the hope that such an undertaking will further the present cordial relations which exist between Rumania and the other three nations concerned. The secretary, a well-known botanist, stated that the move is reciprocal, and that the interested nations hope thus to form closer political and commercial relationships, and to arm young men destined for services in these branches with the languages necessary. Although the actual teaching of the languages already has begun in Bucharest, teachers have not yet been found for other leading centres, such as Iassy, Cluj and Craiova. Before the entire plan can be made operative it has been said that an exchange of teachers may become necessary.

Still Students After Sixty

The age of seventy appears to be the time limit for students seeking further education, according to statistics compiled by Dr. A. Broderick Cohen, director of the evening session of Hunter College. The figures indicate as well that the adult is most interested in self-development when he is in his twenties, more than half the students of the evening session being between the ages of twenty and twenty-nine. Sixteen members of the student body are between sixty and seventy years old; eighty-nine are beyond fifty, and 434 have passed forty. More than 1,400 are in their thirties, while more than 1,200 are still in their teens.

High Record Made By Gotham High Schools

New York City public school students in the summer high schools bettered state-wide averages in the Regents examinations, and also excelled private school pupils in the marks on their tests last August, according to figures made public by the Board of Education. These statistics were supplementary to tables made public previously showing that for the fourth consecutive tabulated year students in the city's September-June high schools led the entire state in the matter of passing regular term Regent examinations.

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Educational Endowment Made By Government

The importance attached to education by the founders of our Federal government is shown by the provisions they made for its permanent endowment and development, says the United States Office of Education. Before the adoption of the Constitution, the Continental Congress, by the ordinance of May 20, 1785, for ascertaining the mode of disposing of lands in the Western Territory prepared the way for the advance of settlements and education as contemporaneous interests. This ordinance directed the disposition of the said territory in the following manner: "A surveyor from each state shall be appointed by Congress or a committee of the states who shall take an oath for the faithful discharge of his duty before the geographer of the United States, who is hereby empowered and directed to administer the same. The surveyors . . . shall proceed to divide the said territory into townships of six miles square by lines running due north and south and others crossing these at right angles. The townships respectively shall be marked by subdivisions into lots of one mile square or 640 acres in the same direction as the external lines, and numbered from one to sixteen. There shall be reserved for the United States out of every township the four lots, being numbered 8, 11, 26 and 29 . . . for future sale. There shall be reserved the lot No. 16 of every township for the maintenance of public schools within the said townships. This educational endowment of 640 acres of land (one section of land, one mile square) in a township six miles square marks the beginning of Federal subsidies for education," continues the Office of Education. "The manner of establishment of public schools thereunder, or by whom, was not mentioned. It advanced and established a principle which finally dedicated not less than one thirty-sixth part of all public lands of the United States, with certain exceptions as to mineral, etc., to the cause of education by public schools."

Rename Girls' College At Western Reserve

Dr. Robert E. Vinson, president of Western Reserve University, Cleveland, announces that the board of trustees has changed the name of the College for Women, the undergraduate women's department of liberal arts and sciences of the university, to "Flora Stone Mather College of Western Reserve University." He said that for some years the question of a distinctive name for the college had been considered by the university administration, the faculty of the college and the alumnae association, and that in accordance with suggestions originating in the alumnae association the change was made. Diplomas to the graduating class in June, 1931, will be given under the new name.

Yale Quadrangles Will Be Colleges

The new residential quadrangles at Yale University which will come into use through inauguration of the house plan for undergraduate life will be known as "colleges," President James Rowland Angell told alumni recently. Illustrative of the idea, the president said that many graduates would remember buildings at Yale called Farnam college, South college and North college, and so the university has decided to revert to the practice in naming the quadrangles. Outstanding events and figures will be commemorated, and at the beginning, five of the "colleges" will be called Berkeley, after Bishop George Berkeley, one of the most generous of early benefactors; Saybrook and Branford, names closely linked as early sites of Yale; Pierson, after the first rector; and Davenport, after the founder of New Haven Colony.

Bill Would Bar Married Women

Complaint against the employment of married women with husbands capable of supporting them has become so insistent that a bill has been introduced in the Nebraska Senate to prohibit the employment of married women as public school teachers. Several hearings have been held at which strong representations have been made, both for and against the bill. Its supporters urge it as a matter of economic necessity and moral right. The brunt of opposition is borne by the school boards, particularly in the larger communities, who insist that their right to judge the qualifications of teachers should not be interfered with by the state.

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"Now," said he, addressing the defendant, "you say you came to town to look for work? I put it to you, there was another stronger motive that brought you all this distance."

"Well," hesitated the defendant, "there was—"

"Ah!" cried the lawyer, triumphantly. "And what was it?"

"A locomotive." — The Toronto Globe.

Not Readily Read

An oculist was examining the eyes of a patient, and had requested him to read the top line of a test card, the letters of which ran H P R T V Z B F K H.

When some moments elapsed, the oculist said: "Do you mean to say you cannot read letters of that size?"

Patient—"Oh, I can see the letters all right, but I can't pronounce the blooming word."

So Take Your Choice

Street Brawler — "Look 'ere, my friend, let me tell you this: When I 'its a man 'e remembers it."

The Other—"O, 'e do, do 'e? Well, when I 'its 'im, 'e don't."—Humorist.

How the Fight Began

"Say, d'you know anything about that fellow Sims? He wants to borrow $25 from me."

"Know him? Why I know him as well as I do you. I wouldn't lend him a nickel.—Capper's Weekly.

Preparedness

"Goodby, my dear," said he, rising from the breakfast table, "and if I'm prevented from coming home this evening, I will send you a note."

"You needn't bother, darling," replied she, sweetly, "I've already taken it out of your letter-case." — Ottawa Citizen.

Test Pupils' Liberalism

The results of an investigation into the attitudes of high school students near graduation toward such subjects as nationalism, imperialism and racialism were announced at Teachers College, Columbia University. An effort was made to classify more than 1,000 sets of answers to 108 questions along lines of "liberalism" and "conservatism." The study was originally undertaken by Dr. George Bradford Neumann, now professor of education at Buffalo State Teachers College. Dr. Neumann sought to present "attitudinal photographs" of an international character through students chosen from widely-scattered areas in the East and South. A questionnaire was framed in conjunction with Professor David H. Kulp and Helen Davidson of Teachers College. The scoring was devised so that a high mark indicated a tendency toward conservatism, a low one showing a liberal turn of mind. "The reliability and validity of the 'attitude indicator,'" Dr. Kulp says, in the current Teachers College Record, "are now established, and it can henceforth be employed as a standardized test for the discovery of international attitudes among junior and senior high school students and college students, especially in evaluating quality outcomes of civics, history and social studies, special lectures, or school assembly programs." The "indicator" was applied by Dr. Neumann in fifteen high schools in New York, New Jersey, Connecticut, Pennsylvania, Illinois and Virginia. Although all the schools were in cities, many of the students lived in rural communities. The test was also given to sample adult groups, including army officers, declared pacifists, Wall Street men, Communists and

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students at the Brookwood Labor College. The most conservative tendency was observed in "right" answers to the statement: "We should give the Filipinos their independence when they prove to our government that they are able to govern themselves, which they have not as yet done. "Wrong" answers to the assertion: "Great Britain oppressed our ancestors, and so we ought always to hate her," produced the most "liberal" mean. Regional differences were marked on certain points. "America for the Americans" was much more to the liking of students in Charlottesville, Va., than in De Witt Clinton High School. But on "We should not allow Communists to advocate their policies in the United States because they might succeed in destroying American institutions, and in establishing a world state," every group average was distinctly "conservative." The results of the 1,110 student tests produced a general average of 3.61, in the system of marks varying between 6.37 and 1.63, thus indicating a tendency of about twelve per cent. toward liberalism. Public small town high school students were found to be distinctly more conservative than pupils in the private schools in the same towns. Those at public high schools in cities fell between these two groups.

How to Forget

If you were busy being kind,
Before you knew it you would find
You'd soon forget to think 'twas true
That someone was unkind to you.
If you were busy being glad
And cheering people who were sad,
Although your heart might ache a bit
You'd soon forget to notice it.
If you were busy being true
To what you know you ought to do,
You'd be so busy you'd forget
The blunders of the folks you've met
If you were busy being right,
You'd find yourself too busy quite
To criticise your neighbor long,
Because he's busy being wrong.

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